



Year 5 History Autumn 2 2026

How did Ancient Greek life and achievements influence the Western world?

National Curriculum Reference

- The Roman Empire and its impact on Britain
- life in Ancient Greece
- a study of Greek life and achievements and their influences on the western world
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Prior learning

Year 3

- Ancient Civilisations
- Ancient Egyptians

Year 4

- The Romans

Key Vocabulary

Key Vocabulary

Using phrases and words to describe the passing of time and context of civilisations -

e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'

Using words and phrases to describe events and people from the past – e.g. democracy, parliament, trial, government, jury, Olympic, myth, nation, state, republic, legacy, political, social, cultural, causation, continuity, change, hypothesis

Learning Sequence

What do artefacts tell us about what life was like in Ancient Greece?

Substantive & Procedural Knowledge Core Components

1. Know that the Ancient Greek period being studied is from 3000 BC to 146 BC. (Place key events on a timeline) – REVIEW OTHER CIVILISATIONS THAT CAME BEFORE AND AFTER.

Review that BC means 'Before Christ' and know that anno Domini (AD) means 'in the year of our lord' in Latin.

Review that AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era).

Know that Ancient Greece was one of the greatest human civilisations and its achievements are still influential today.

Greece is studied today by historians and archaeologists who visit old cities to excavate and explore the remaining ruins. Items found in those places tell us a lot about the Greeks.

Know that over 2400 years ago a Greek writer called Herodotus collected and reported eye-witness accounts of battles and past events. This marks him as **the world's first historian**. In 440BC **Heordotus** presented his work by reading it aloud to spectators at the Olympic Games. He journeyed across Greece and the Mediterranean collecting all kinds of information including local customs and culture. He called his great works 'Histories' from the Greek word for 'inquiry'. Know that not all of Herodotus's writing was reliable. He described one eyed men from Northern Europe who fought with dragons.

Disciplinary Knowledge/Skills

Sources and evidence:



Know the different sources of evidence for studying the Ancient Greeks, including historical texts like Herodotus' writings, artefacts such as pottery and sculptures, ancient inscriptions, and architectural remains.

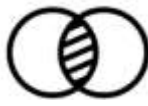
Identify the different types of primary resources available to learn about ancient Greece.

<u>Meet the Ancient Greeks</u>		Examine primary and secondary sources.
Know that the Greek civilisation started around 3000 BC. Between 1200 BC and 800 BC very little is known and this is called the Dark Age for this reason. The language from that time has been lost and there was very little art produced to show what life was like.		<u>Understanding of Chronology:</u>
From 800 BC onwards Ancient Greece became an impressive civilisation. As the Dark Age came to an end, city states developed all over Greece and became rich and powerful.		
Children should learn:	What do artefacts tell us about what life was like in Ancient Greece?	Can
<ul style="list-style-type: none">to infer information from artefacts about what life was like in Ancient Greeceto consider the utility and limitations of using artefacts in isolation from other historical sources	<p>Now that you have established the historical context of Ancient Greece with your class, the next 4 sub-sections of this enquiry will enable the children to engage with a variety of sources to increase their knowledge and understanding of this ancient civilisation and develop their skills of historical enquiry.</p> <p>Provide the children with photographs of Ancient Greek pottery and statues. These should include illustrations/representations of different aspects of Ancient Greek life including soldiers, ships, gods and goddesses, rulers, writing, everyday life. Ask them in small groups to look at specific photographs and record the details they see both in writing and through making accurate drawings. Ask them to record what the object is, what it might have been used for, what information it provides us about an aspect of life in Ancient Greece. Prompt them further by asking them questions such as <i>What made the Ancient Greek fighters so powerful? How their boats might have attacked enemy boats? How was religion in Ancient Greece different to Christianity or other religions? How can we tell that a particular ruler was so important? What can we learn about everyday life?</i></p>	
	Photographs of Ancient Greek pottery and statues.	Placing the Ancient Greeks into the wider context of historical chronology

What did Ancient Greek Government and Democracy Look like in the two largest ancient cities?

Substantive & Procedural Knowledge Core Components			Disciplinary Knowledge/Skills
<p>Know that City states were areas of land in Ancient Greece made up of a main city and the surrounding countryside. Each city state was separate from the others and had its own way of life, but they all shared the same language and beliefs. Most city states were near the coast so they could use the sea for food and trade. The main city states included Sparta and Athens.</p> <p><u>Athens and Sparta</u></p> <p>In 479 AD the two most powerful city-states Athens and Sparta teamed up to defeat the Persians but their friendship didn't last long. Less than 50 years later they were at war. At the start of the 5th century BC Athens only ruled a small region of Greece. However, after leading the Greek states to victory against Persia in 479 BC the Athenians took control of a large group of cities. This made Athens the most powerful city in Ancient Greece. Pericles, an Athenian military leader and politician, was key to the city's success in the 5th century BC. He also built lots of new temples in Athens, including the Parthenon which stands on a hill above Athens today. Know that the Parthenon is surrounded by stone columns and would have been decorated with carvings of leaves and flowers, which have now faded away.</p> <p><u>Democracy</u></p> <p>Athens developed a new system of government called democracy. Under the system, ordinary citizens were able to vote on military decisions and changes to the law. All male citizens were expected to attend the assembly, a meeting where they voted by putting their hands up. Women, foreigners and slaves were banned from attending the assembly so they didn't get a vote.</p> <p>Athens: Learn about the different governmental structures of Athens and Sparta.</p>			<p><u>Cause and consequence:</u></p>  <p>Begin to understand the causes behind important developments in ancient Greece, such as the emergence of democracy in Athens or the influence of Greek mythology.</p> <p>Learn about the consequences of these developments, including the long-lasting impact of democratic principles on modern governance and the continued celebration of the Olympic Games in contemporary times. Compare and contrast the governmental structures and practices of Athens and Sparta, and discuss how their differences shaped their respective societies.</p> <p><u>Similarities and Differences:</u></p> 
	<p>Athens</p> <p>Athens was a direct democracy, where all eligible citizens had the right to participate in decision-making and governance directly. It is important to note that not all residents of Athens were considered citizens, as women, slaves, and foreign-born individuals were excluded from political participation.</p>	<p>Sparta</p> <p>Sparta had a unique form of government known as a dual monarchy, consisting of two hereditary kings, as well as a council of elders called the Gerousia. Additionally, there was an assembly of male citizens, known as the Apella, which had limited</p>	

			To describe connections and contrasts between aspects of history, people, events and artefacts.
		power compared to the kings and Gerousia.	
Assembly	The Athenian Assembly was the central body of the democracy. It met regularly to discuss and vote on various issues, including laws, foreign policy, and military matters. All citizens could participate in the Assembly.	The Spartan Apella could only vote on proposals presented by the Gerousia and the kings. They could not propose laws or initiatives themselves.	
Elected Officials	Athens had a system of elected officials to administer the city. For instance, strategoi (generals) were elected to lead the military, and archons served as chief magistrates.	While Sparta had kings, they were not elected by the citizens. Instead, they were hereditary rulers from two separate royal families.	
Courts	Athens had a system of courts where citizens served as jurors in legal proceedings. The legal system allowed citizens to bring accusations against one another and defend themselves in court.	The Spartans had a council of elders (Gerosia) who acted as judges in major legal cases. They were also responsible for proposing laws to the assembly.	
Emphasis	Athens valued individual freedom and the pursuit of knowledge and arts. Education and intellectual pursuits were highly regarded. Sparta.	Spartan society was focused on military training and discipline. Spartan males, starting at a young age, were raised to be warriors, and the military held significant power and influence in the state.	
How did the roles of men and women in Greece differ in different Greek city states?			
Substantive & Procedural Knowledge Core Components			Disciplinary Knowledge/Skills

<p>Women in Greece – (Comparing Roles between men and women as well as between city states) Understand the following: Greek women were expected to avoid public places so they spent much of their time at home. Many wealthy Greek households had separate areas for men and women. Women would manage daily household tasks like weaving and looking after children. The men’s area was often beautifully decorated with an intricate mosaic on the floor and elaborate furniture including couches for men to lie on during parties.</p> <p>Only boys went to school in Athens - girls were educated at home. Boys could only go to school if their parents could afford it. They started school at the age of seven and were taught to read, write and count. They also did physical education and music. Girls had a better education in Sparta than elsewhere in Greece. They were encouraged to exercise and stay healthy - they could practise racing, wrestling and horse-riding. The Spartans believed this would help their women produce stronger babies who would grow up to be taught soldiers.</p> <p>Girls in Ancient Athens were often married by their early teens, usually to an older man who might be more than twice their age. Married women managed the household and brought up children. Athenian women couldn’t vote, own land or inherit property. They couldn’t have jobs and were often expected to avoid public areas.</p> <p>Becoming a priestess was one of the only ways a Greek woman could get into a position of power. In fact, the high priestess of the goddess Athena was the most important religious figure in Athens. The Oracle at Delphi was the most famous priestess in Greece. The Ancient Greeks believed she had visions of the future. They went to her for advice before making important military decisions.</p> <p>Spartan women had more rights than women in Athens - they could inherit and own their own property. They also married later (between the ages of 18 and 20). While their husbands were training for war, Spartan women took charge of family finances and ran the family farm. Spartan women were encouraged to take up sports. Spartan women were allowed to wear short skirts for running whereas Athenian women had to cover up their bodies.</p>	<p><u>Similarities and differences:</u></p>  <p>Discuss about the similarities and differences between the roles of women in ancient Greek society and the lives of women in modern times.</p>
<p>How does the modern Olympics compare to the Ancient Olympics?</p>	
<p>Substantive & Procedural Knowledge Core Components</p>	<p>Disciplinary Knowledge/Skills</p>

- The Olympic games
- Know that the Ancient Greeks founded the Olympic games.
- Know that they took place every four years in Olympia.
- They were also a religious festival in honour of Zeus (the king of the gods) Winners received a wreath of sacred olive leaves called a kotinos. Olive leaves were sacred as the olive tree was seen as a gift from the goddess Athena (it was even a crime to chop down an olive tree). There was a truce in place during the games.

Continuity and change/ significance and interpretation:



Ask historical questions about different aspects of ancient Greek life and the cultural significance of the Olympic Games.

Ancient Greek Olympics	Modern Olympics
<ul style="list-style-type: none"> • Cheating was severely punished. In Ancient Greece athletes could be flogged. • Athletes safety was not a concern. Men sometimes died in boxing events and horse racing was very dangerous. • Athletes raced in trials before a final race to find the overall champion. Fastest times were not recorded. The goal was to be the winner that year. • Only men could compete in the Olympics • Winners received a crown of olive leaves 	<ul style="list-style-type: none"> • In modern times cheating athletes can be prevented from racing in future. • Athletes safety is a major concern. Rules are put in place to prevent injury and doctors are on hand to attend to any injuries • Athletes race in trials or heats to enable them to compete in the semi final and eventually the finals. Fastest times are recorded and people try to beat the world records. • Men and women can compete in the Olympics but not against each other. • Winners receive a gold medal

First Olympic Games held in 776 BC and ended in AD 393 First held in 1896 and continuing to this day.

Know the following events were part of the games - running, discus, javelin, long jump, wrestling, boxing, chariot racing, pentathlon.

What were some of the key Ancient Greek beliefs?

Substantive & Procedural Knowledge Core Components

Know that religious beliefs were very important to the Ancient Greeks. They believed in many different gods and goddesses (this is known as polytheism). Every god was believed to be responsible for a different part of life. Greek people would pray to different gods depending on what help they might need.

Gods were believed to be immortal and have supernatural powers but they also fell in love, had children, fought and argued like humans.

Gods were said to live on Mount Olympus.

Zeus was the most powerful god - he ruled over the other gods. Athena was the daughter of Zeus (and gave her name to the city state of Athens)

Know that women given important roles in the belief system.

Know the names and roles of gods and goddesses e.g.

- Zeus King of the gods
- Hera Queen of the gods
- Poseidon God of the sea
- Hermes Messenger to the gods
- Apollo God of light and music
- Athena Goddess of wisdom
- Aphrodite Goddess of love

Know that people worshipped at temples or at altars in their homes.

After-Life

The Ancient Greeks believed that the dead went to an underworld below ground which was ruled by Zeus's brother, the god Hades. This underworld was thought to be surrounded by rivers. To reach it, you had to pay Charon, the ferryman, to take you across the river Styx (pronunciation: stiks) on his boat. People were often buried with coins to pay Charon so that their souls wouldn't be stranded between life and death. (REVIEW TO PREVIOUS LEARNING)

Know that there were many myths and stories of Greek Heroes.

Disciplinary Knowledge/Skills

Sources and evidence:



Examine primary and secondary sources to understand the beliefs in Greek mythology.

Independent enquiry on the impact and independent selection of sources to provide evidence. Teach skills of how to find information on Greek Gods.

What legacy have the ancient Greeks left behind?

- Lasting Achievements - the legacy of the Ancient Greeks
- Know that by 146 BC the Romans had taken control of Greece but they were so impressed with Greek culture that they adopted many of their ideas and spread them across their empire - many still survive today. (Olympics – see above)
- Writing
- Know that the word alphabet comes from the first two Greek letters alpha and beta. The first five letters of the Greek alphabet were - Alpha, Beta, Gamma, Delta, Epsilon
- Democracy
- The Greek system of democracy went on to shape the most modern governments and societies including the Houses of Parliament.
- Improvements have been made such as giving women the vote and the general idea of people having an active say in how their country is run can be traced back to Athens in the 5th Century BC.
- Sculptures and Architecture
- Ancient Greek sculptures are still viewed by millions of people every year in museum. The architecture used by the Ancient Greeks to build temples and other buildings has inspired many later societies. In the UK several important public buildings have been built in imitation of the classic Greek style.

Significance and interpretation:



What was the impact of the Greeks on western civilisation?

Cause and Consequence:



Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.

Final Assessment Piece

Answering Enquiry Question

Explain which legacy the Ancient Greeks have left us is the most important to use now in the modern world. Justify your reasons. Hexagonal written task.